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ABSTRACT

Based on data derived from Title I grant applications, end-of-project evaluation reports, as well as information from the Migrant Student Record Transfer System, this report is an evaluation of Wisconsin's migrant education programs which served nearly 2,700 students in fiscal year 1978 with an allocation of \$821,465 for 20 school year and 15 summer projects. The primary purpose of Wisconsin's migrant programs is to improve and expand the academic skills of migratory children (primarily in preschool through the sixth grade) by focusing on the development of reading, speaking, writing, as well as mathematical skills. The report indicates a continuing effort to expand the range of services available to migratory children, coordinated with the National School Lunch program, the Texas Migrant Council, and the Migrant Health Service. Student recruitment processes, program facilities, and food services are rated as very satisfactory; however, parent involvement and staff training are rated as unsatisfactory by project administrators. This report includes information on student eligibility, interstate/intrastate/formerly migratory definitions, numbers and ages of students served, attendance, staffing, inservice training, parental involvement, funding/expenditures, and evaluation findings for each of the 35 projects. (AN)

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TITLE I
MIGRANT EVALUATION REPORT
1977-1978

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TITLE I
MIGRANT EVALUATION REPORT
1977-1978

Wisconsin Department of Public Instruction
Division of Management, Planning and Federal Assistance
E.S.E.A., Title I Unit

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TITLE I
MIGRANT PROGRAM SUMMARY INFORMATION

.

Program Characteristics

Years in Operation

1967-1978

Number of Projects during 1977-1978:

Summer Projects	15
School Year Projects	20

Pupils Served 1977-1978:

Summer Projects	1,860
School Year Projects	806

Total Staff Personnel:

Summer Projects	325.5
School Year Projects	61.5

Estimated Expenditure for 1977-1978:

Summer Projects	\$566,726.00
School Year Projects	\$303,916.00

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TABLE OF CONTENTS

LIST OF TABLES	vii
ILLUSTRATIONS	ix
INTRODUCTION	1

Section

I. OVERVIEW OF THE MIGRANT PROGRAM	2
Project Administration	
Participants	
Migrant Program Staff	
Community Involvement	
Migrant Program Funding	
II. PROJECT EVALUATION FINDINGS	25
Summer Programs	
Academic Year Programs	
.	
APPENDIX	61

LIST OF TABLES

1.	Title I Migrant Program Allocations	2
2.	Title I Migrant Projects by Month of Operation. . . .	4
3.	Program Coordination.	5
4.	Coordinators Satisfaction with Program Factors. . . .	6
5.	Number of Projects by Type of Child Served.	10
6.	Staff for Title I Migrant Summer Projects	12
7.	Staff for Regular School Year Migrant Projects. . . .	13
8.	Bilingual/Bicultural Status of Academic Year Instructional Staff.	14
9.	Bilingual/Bicultural Status of Summer Term Instructional Staff.	14
10.	Title I Migrant Education Inservice - School Year . .	15
11.	Title I Migrant Education Inservice - Summer. . . .	16
12.	Percent of Projects by Inservice Topic Offered. . . .	16
13.	Teacher/Pupil Ratio of Title I Migrant Programs . . .	17
14.	Number of Projects by Type of Parent Contact.	18
15.	Number of Projects by Reason for Contacting Parents .	19
16.	Academic Year Migrant Program Expenditure	20
17.	Summer Migrant Program Expenditure.	21
18.	Program Expenditures per Student Served and per Average Daily Attendance of Students Served - Summer Projects	23
19.	Program Expenditures per Student Served and per Average Daily Attendance of Students Served - School Year Projects.	24

ILLUSTRATIONS

1. Migrant Status of Students Served 9
2. Eligible Migrant Students by Age. 11

INTRODUCTION

The passage of the Elementary and Secondary Education Act by Congress in 1965 enabled the Federal government to give direct assistance for public school education. As an integral component of that act, the Title I migrant program was designed to provide supplemental funding to State educational agencies in order to improve the academic skills and to meet the special educational needs of migratory children.

Accordingly, the State of Wisconsin has been charged with submitting to the Commissioner of the U. S. Office of Education a report "evaluating the effectiveness of programs and projects under Title I in meeting the special educational needs of participating children during the preceding school year and the following summer term."

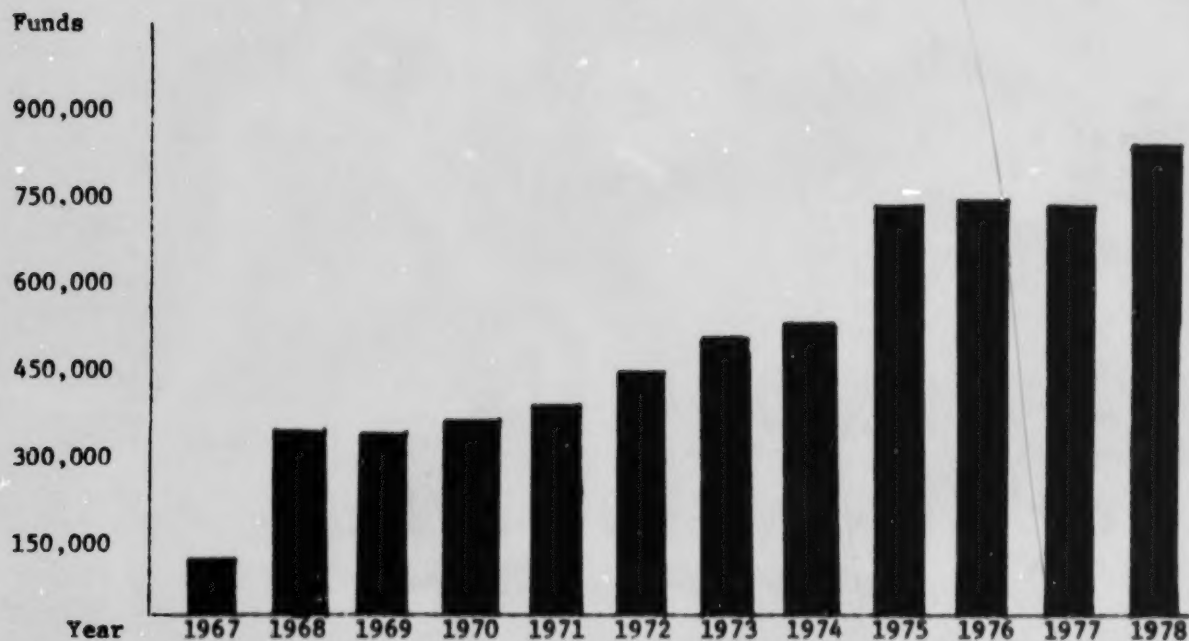
Based on data derived from Title I Grant Applications, End-of-Project Evaluation reports, as well as information from the Migrant Student Record Transfer System, this report is an evaluation of the migrant programs in the State of Wisconsin which served nearly 2,700 students.

I

OVERVIEW OF THE MIGRANT PROGRAM

The primary purpose of the State of Wisconsin's migrant program, funded under Title I of the Elementary and Secondary Act, has been to improve and expand the academic skills of migratory children. Focusing on the development of reading, speaking, writing, as well as mathematical skills, the major thrust of Wisconsin's migrant program has been directed toward students in preschool through the sixth grade. In its efforts to meet its program goals and objectives, the operation of the State of Wisconsin's migrant program required an allocation of \$821,465 for 1977-1978, a substantial increase over the 1967 allocation of \$78,804. (See table 1)

TABLE 1
TITLE I MIGRANT PROGRAM ALLOCATIONS
1967-1978



Project Administration

Administrative Unit

The principal responsibility for designing and implementing special programs and projects for migratory children within the State of Wisconsin rested with the Cooperative Educational Service Agencies (CESAs). As regional service centers - established by the Wisconsin legislature in 1965 - these agencies have proven to be an effective and efficient instrument for the administration of Title I migrant programs. With regard to the thirty-five projects which were operated in 1977-1978, nearly ninety per cent of these projects were administered under the auspices of four Cooperative Educational Service Agencies: CESA #3; CESA #9; CESA #13; and CESA #18. Two local educational agencies, Madison and Cedar Grove, administered the four remaining projects.

Project Duration

With the implementation of each project dependent upon the special educational needs of migratory children in each geographical area, the duration of each migrant project varied considerably. During the regular school year (August - May) 20 projects were initiated. Fifty per cent of these regular school projects were in continuous operation between the August - October to May time period. Seven projects, which comprised 35 per cent of the regular school year projects, were administered as Fall programs (August - December), while 3 projects operated only during the Spring (April - June). In order to meet the academic needs of migratory children during the months of June, July and August, 15 summer projects were implemented in the State of Wisconsin. (See table 2)

TABLE 2
TITLE I MIGRANT PROJECTS BY MONTHS OF OPERATION

PROJECTS	1977					1978							
	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug
School Year													
9.....	X												X
1.....			X										X
7.....	X				X								
3.....									X		X		
Summer													
15.....											X		X

Program Coordination

Wisconsin's migrant program in 1977-1978 continued in its efforts to expand the range of services available to migratory children. In pursuit of this goal, coordination was established with the National School Lunch program, the Texas Migrant Council and the Migrant Health Service (La Clinica). These programs, it should be noted, had anticipated expenditure of \$20,000; \$80,000; and \$8,000 during 1977-1978.

In addition, the school year projects and summer projects had established coordination with several other programs. Many participating projects, for

example, had established coordination with various community agency programs, state universities, as well as with church-sponsored programs for migrant children. (See table 3)

TABLE 3
PROGRAM COORDINATION

PROGRAM	NUMBER OF PARTICIPATING PROJECTS	PERCENTAGE OF PARTICIPATING PROJECTS
Texas Migrant Council	7	20%
District E.S.E.A. Title I Program not specifically designed for migrant children	6	17%
Church-sponsored program for migrant children	2	6%
Privately sponsored program for migrant children	2	6%
State/Federal sponsored program for migrant children	11	31%
Texas Teacher Exchange	0	-
Community Agency Programs	10	29%
State University	4	11%

**Project Administrators Satisfaction
with Program Operation**

Following the completion of Wisconsin's migrant program, project administrators were asked to comment on their satisfaction with selected aspects of the program operation. Their responses indicated that the student recruitment process, program facilities and food service were viewed as very satisfactory. On the other hand, 36 percent of the respondents were dissatisfied with the level of parent involvement, while 23 per cent were not content with the degree of staff training. (See table 4)

**TABLE 4
COORDINATORS SATISFACTION WITH PROGRAM FACTORS**

FACTOR OF PROGRAM OPERATION	NUMBER OF RESPONDENTS	RESPONSE		
		VERY SATISFIED	MODERATELY SATISFIED	NOT SATISFIED
Student Recruitment	41	63%	27%	10%
Parent Involvement	42	19%	45%	36%
Staff Training	39	26%	51%	23%
Student Needs Assessment	35	26%	63%	11%
Program Objectives	38	42%	55%	3%
Equipment/Materials	40	48%	30%	22%
Evaluation Procedures	38	24%	60%	16%
Facilities	40	63%	30%	7%
Health Services	29	52%	38%	10%
Food Services	27	82%	18%	--

Participants
Student Eligibility

Eligibility for student enrollment in the State of Wisconsin's Title I migrant program was determined on the basis of federal guidelines and information obtained from Wisconsin's eligibility forms. (See appendix B) Through visitations by project recruiters, eligible migratory children were identified and parental permission obtained for their enrollment in special education programs.

In order to qualify for enrollment, a prospective student had to meet current federal standards. According to these guidelines, a migratory child was defined as a person "whose parent or guardian is a migratory agricultural worker or a migratory fisher; and who has moved within the past twelve months from one school district to another...to enable the child, the child's guardian, or a member of the child's immediate family to obtain temporary or seasonal employment in an agricultural or fishing activity." Three categories of migrant students were recognized as follows:

- * Interstate - A migratory child whose parent or guardian is a migratory agricultural worker or migratory fisher and has moved within the past twelve months across State boundaries to enable the child, the child's guardian, or a member of the child's immediate family to obtain temporary or seasonal employment in an agricultural or fishing activity.

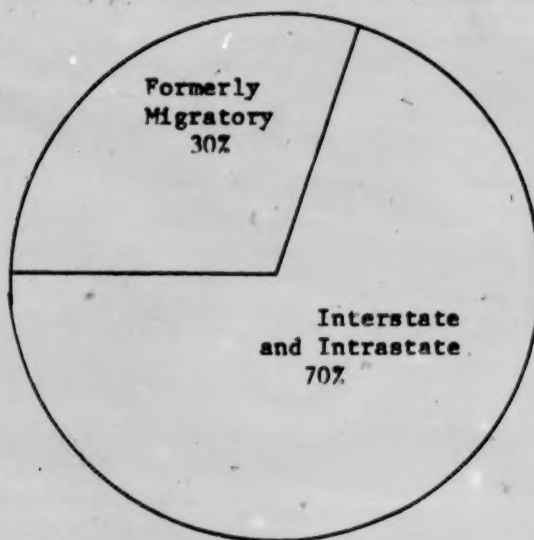
* Intrastate - A migratory child whose parent or guardian is a migratory agricultural worker or migratory fisher and has moved within the last twelve months from one school district to another to enable the child, the child's guardian, or a member of the child's immediate family to obtain temporary or seasonal employment in an agricultural or fishing activity.

* Formerly Migratory - A formerly migratory child whose parent or guardian decides to "settle" in a given community shall be eligible to participate in migrant programs for a period up to five additional years after the parents have settled-out.

Students Served

Wisconsin's migrant program served 2,666 migrant children during 1977-1978: including 1,856 students (70%) who were either intrastate or interstate migrants, and 810 students (30%) who were considered as formerly migratory children. (See figure 1) During the 1977-1978 academic year, 806 migratory children participated in 20 special migrant programs; of the 806 students served in these projects, 579 students (72%) were classified as intrastate or interstate migrants, while 227 students were formerly migratory children. In the summer term projects, on the other hand, 583 formerly migrant students and 1,277 students (69%), who were either intrastate or interstate migrants, participated. Thus, a total of 1,860 migratory children were served in 15 summer projects. (See appendix A)

FIGURE I
MIGRANT STATUS OF STUDENTS SERVED
1977-1978



The majority of the students who attended Wisconsin's special migrant programs participated in projects which served both interstate and intrastate migrants as well as formerly migratory children. Nine projects, however, served interstate and intrastate migrants exclusively, while four regular school year projects served only formerly migratory children. (See table 5)

TABLE 5
NUMBER OF PROJECTS BY TYPE OF CHILD SERVED

PROJECT PERIOD	STUDENTS SERVED						TOTAL	
	TRUE MIGRANT ONLY		SETTLED-OUT ONLY		TRUE MIGRANT AND SETTLED-OUT			
	#	%	#	%	#	%	#	%
School Year	7	35%	4	20%	9	45%	20	100%
Summer	2	13%	0	0	13	87%	15	100%
TOTAL	9	26%	4	11%	22	63%	35	100%

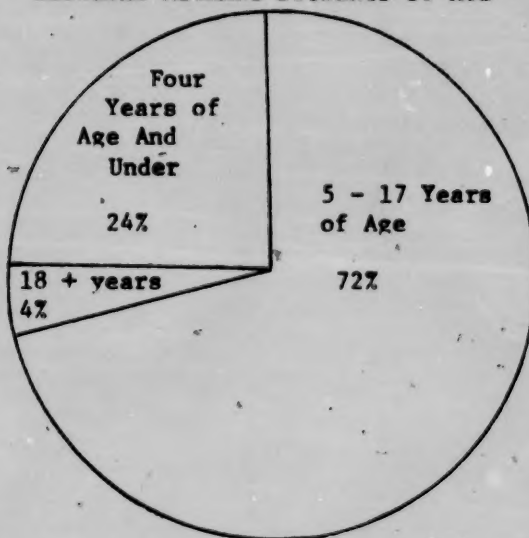
Age of Students Served

The migratory students who received services from Wisconsin's migrant program varied in age from 4 months to 19.

Information provided by the Migrant Student Record Transfer System for the 1978 calendar year noted that 24 per cent of the migratory children "eligible" for Title I educational services in the State of Wisconsin were 4 years of age or younger; 72 per cent were between 5 and 17 years of age; and 4 per cent were 18 years of age or older.* (See figure 2)

FIGURE 2

ELIGIBLE MIGRANT STUDENTS BY AGE



* Information provided by the Migrant Student Record Transfer System reflected data concerning the total number of migratory children "eligible" for Title I services, not the number of migratory children actually served.

Attendance

During the academic year nearly 80 percent of the students who participated in Wisconsin's migrant program received educational services on a typical day. The average daily attendance for the summer term projects, however, reflected only 64 per cent of the students served. (See appendix A)

Migrant Program Staff

In order to effectively meet the special academic needs of migratory students a program staff of 387 individuals performed a variety of functions: from instructional to administrative/clerical duties. The operation of the summer programs engaged the largest number of staff members - nearly 326: including 32 persons employed in food service and 24 individuals who performed administrative/clerical functions. (See table 6) Only 61.5 staff members, though, provided educational services during the academic year. (See table 7)

TABLE 6

STAFF FOR TITLE I MIGRANT SUMMER PROJECTS

POSITION	NUMBER
Food Service -----	32
Admin./Clerical -----	24
Supervision -----	17
Attendant -----	24
Health -----	16
Custodial -----	11
Transportation -----	9
Student Aides -----	79
Recruiter -----	2
Teacher -----	111.5
TOTAL -----	325.5

SOURCE: Data based on approved positions in budget applications and End-of-Project evaluation reports.

TABLE 7
STAFF FOR REGULAR SCHOOL YEAR MIGRANT PROJECTS

POSITION	NUMBER
Admin./Clerical -----	3
Attendant -----	5
Student Aide -----	30.5
Teacher -----	23
TOTAL -----	61.5

SOURCE: Data based on approved positions in budget applications and End-of-Project evaluation reports.

Bilingual/Bicultural Status of Instructional Personnel

The instructional personnel, of course, numerically exceeded all other groups: comprising 59 per cent of the summer program staff and 87 per cent of the staff for the regular school term. Many of these teachers and their aides, numbering 244 individuals, moreover, exhibited bilingual or bicultural attributes. Indeed, of the 53.5 staff members who participated in the academic year programs, nearly 85 per cent were bilingual and/or bicultural. (See table 8) Likewise, those who taught in the summer programs included nearly 126 teachers and aides, or 66 per cent of the instructional staff, who were bilingual and/or bicultural. (See table 9) Overall, 70 per cent of Wisconsin's migrant program instructional staff exhibited those qualities.

TABLE 8

**BILINGUAL/BICULTURAL STATUS OF
ACADEMIC YEAR INSTRUCTIONAL STAFF**

STATUS	STAFF		TOTAL	PER CENT
	Teachers	Aides		
Bilingual and/or Bicultural	19	26.5	45.5	85%
Neither Bilingual nor Bicultural	4	4	8	15%
TOTAL	23	30.5	53.5	100%

TABLE 9

**BILINGUAL/BICULTURAL STATUS OF
SUMMER TERM INSTRUCTIONAL STAFF**

STATUS	STAFF		TOTAL	PER CENT
	Teachers	Aides		
Bilingual and/or Bicultural	56.5	69	125.5	66%
Neither Bilingual nor Bicultural	55	10	65	44%
TOTAL	111.5	79	190.5	100%

Inservice

Wisconsin's migrant program staff maintained program continuity and improved and expanded their skills through several inservice seminars. Offered by 16 academic year projects and 15 summer programs, preservice and inservice workshops reached more than 250 professional and paraprofessional staff members. (See table 10 and 11) Issues concerning teaching techniques, staff roles, curriculum, parent involvement, as well as others, were examined and analyzed: contributing, thereby, to program quality and effectiveness. (See table 12)

TABLE 10
TITLE I MIGRANT EDUCATION INSERVICE
SCHOOL YEAR

	Number of Staff Trained	Hours of Training
Professional	27	269
Paraprofessional	20	140
Other	2	---
TOTAL	49	409

SOURCE: Figures based on 16 academic year projects.

TABLE 11
TITLE I MIGRANT EDUCATION INSERVICE
SUMMER

	Number of Staff Trained	Hours of Training
Professional	132	264
Paraprofessional	80	254
Other	16	94
TOTAL	228	612

SOURCE: Figures based on 15 summer projects.

TABLE 12
PERCENT OF PROJECTS BY INSERVICE TOPICS OFFERED

INSERVICE TOPIC	PROJECT TYPE		TOTAL
	SCHOOL YEAR	SUMMER	
1. Material/Equipment Use	35%	67%	49%
2. Staff Roles	40%	87%	60%
3. Teaching Techniques	65%	67%	66%
4. Support Services	10%	73%	37%
5. Curriculum	30%	67%	46%
6. Parent Involvement	20%	67%	40%
7. Migrant Record System	20%	60%	37%
8. Evaluation	20%	80%	46%
9. Coordination/Other Programs	10%	53%	29%
10. Cultural Awareness	10%	87%	43%
11. Testing	10%	47%	26%

SOURCE: Percentage based on 15 summer projects and 20 academic year projects.
Four academic year projects did not offer inservice programs.

Wisconsin's migrant program, which served 2,666 students in 35 projects, showed considerable variation in the ratio of the instructional personnel to the number of students served in each program. Some projects, such as Beaver Dam and Lomira, were among 7 projects which exhibited a 1:5 teacher to pupil ratio or less. Other projects, however, notably Plainfield and Racine, exceeded the instructional staff to pupil ratio of 1:16. (See table 13)

TABLE 13
TEACHER/PUPIL RATIO OF TITLE I MIGRANT PROGRAMS

TEACHER/PUPIL RATIO	PROJECT TYPE		TOTAL
	SCHOOL YEAR	SUMMER	
1/1 to 1/5	5	2	7
1/6 to 1/10	9	4	13
1/11 to 1/15	4	5	9
1/16 to 1/30	2	4	6
TOTAL	20	15	35

Community Involvement

Parental involvement in Wisconsin's migrant program was principally channeled through personal contacts with the Title I instructional staff. The recruitment process, home-visitation by project staff members, as well as parental visitation of migrant education projects, were the main avenues for community participation in Wisconsin's migrant program. (See table 14)

TABLE 14
NUMBER OF PROJECTS BY TYPE OF PARENT CONTACT

TYPE OF CONTACT	PROJECT TYPE		TOTAL	PERCENT OF TOTAL
	SCHOOL YEAR	SUMMER		
Visited Project	8	7	15	43%
Paid Staff	3	9	12	34%
Volunteer Staff	2	4	6	17%
Written Material	7	10	17	49%
Visited By Teacher	17	10	27	77%
Visited By Nurse	4	9	13	37%
Talked to Recruiter	11	15	26	74%

SOURCE: Figures based on 20 School Year and 15 Summer Projects.

The occasion for the parent - staff contact was primarily for the enrollment of migratory children; conferences on academic progress; and health concerns. Indeed, 77 per cent of the migrant projects reported parent - staff contact for the purpose of student enrollment; 46 per cent for conferences on academic progress; and health concerns was a basis for parent - staff contact in 60 per cent of the programs. (See table 15)

TABLE 15
NUMBER OF PROJECTS BY REASON FOR CONTACTING PARENTS

REASON	PROJECT TYPE		TOTAL	PERCENT OF TOTAL
	SCHOOL YEAR	SUMMER		
Enrollment	12	15	27	77%
Field Trip Permission	5	7	12	34%
Health	10	11	21	60%
Academic	12	4	16	46%
Program Input	6	8	14	40%
Other	9	6	15	43%

SOURCE: Figures based on 20 School Year and 15 Summer Projects.

Migrant Program Funding

To meet its program goals and objectives the migrant program in Wisconsin required an estimated expenditure of \$870,642. The implementation of special programs and projects for the academic year commanded nearly 35 per cent of the budgeted monies, or an expenditure of \$303,916. (See table 16) The operation of 15 projects during the summer term, though, required an estimated expenditure of \$566,726. (See table 17)

TABLE 16
ACADEMIC YEAR MIGRANT PROGRAM EXPENDITURE
1977-1978

PROJECT	F.Y. '78 FUNDING ESTIMATED EXPENDITURE
Cedar Grove -----	\$ 2,414
CESA #13	
Administration -----	50,464
Almond-Bancroft -----	6,542
Beaver Dam -----	1,803
Berlin -----	8,805
Cambria-Friesland -----	2,320
Hartford -----	3,816
Lake Mills -----	11,813
Lomira Phase I -----	2,560
Lomira Phase II -----	187
Marshall -----	10,897
Plainfield -----	8,037
Watertown -----	9,685
Wautoma -----	7,831
Wautoma UMOS -----	9,541
Wild Rose -----	7,859
Randolph -----	333
Sturgeon Bay -----	828
Waterloo -----	526
CESA #18 -----	119,202
Madison -----	38,453
TOTAL	\$303,916

TABLE 17
SUMMER MIGRANT PROGRAM EXPENDITURES
1977-1978

PROJECT	F.Y. '78 FUNDING ESTIMATED EXPENDITURE	F.Y. '79 FUNDING ESTIMATED EXPENDITURE	TOTAL ESTIMATED EXPENDITURE
Cedar Grove	\$ 5,479	\$ 16,087	\$ 21,566
CESA #3		38,672	38,672
CESA #9	1,116	23,479	24,595
CESA #13	---	---	---
Administration	---	8,261	8,261
Beaver Dam MPTI	15,586	---	15,586
Berlin	5,065	18,250	23,315
Cambria-Friesland	7,684	24,432	32,116
Marshall	16,296	---	16,296
Montello	17,856	---	17,856
S. Beaver Dam	7,133	27,783	34,916
Tri-Co. (Day)	14,435	44,560	58,995
Tri-Co. (Night)	4,570	11,785	16,355
Wautoma	11,413	---	11,413
Beaver Dam - TMC	6,580	---	6,580
CESA #18	56,640	126,959	183,599
CESA #18 - Whitewater	46,181	---	46,181
Madison	10,424	---	10,424
TOTAL	\$226,458	\$340,268	\$566,726

The source of funding for Wisconsin's migrant program was drawn, principally, from the 1978 fiscal year allocation. By the beginning of the summer term, however, the 1978 allocated funds proved insufficient to meet anticipated program expenditures. As a result, the funds allocated for the 1979 fiscal year were tapped to provide program continuity for the summer term. Thus, while the regular school term projects were adequately funded with the 1978 fiscal year allocation, the projects which operated during the summer term depended upon the 1979 fiscal year allocation for 60 per cent of its expenditure. (See table 17)

Expending an estimated \$870,642 on migrant programs, the State of Wisconsin endeavored to meet the special academic needs of nearly 2,700 migratory children. In providing educational services, Wisconsin's migrant program expended an estimated \$327 per student served; and spent an estimated \$473 per average daily attendance of students served.

The operational expenditure per average daily attendance of students served for the academic term and the summer term were almost identical: \$472 during the academic term and \$474 in the summer. There was, however, considerable difference with regard to individual projects. Cedar Grove, for example, spent \$186 per average daily attendance of students served in its academic year program, while Madison's project expended nearly \$560. The summer projects, moreover, displayed the same pattern. Indeed, CESA #13 paid \$453 per average daily attendance of students served. Whereas CESA #9, on the other hand, expended nearly \$1,300. (See table 18 and 19)

TABLE 18

PROGRAM EXPENDITURES PER STUDENT SERVED AND
PER AVERAGE DAILY ATTENDANCE OF STUDENTS SERVED
SUMMER PROJECTS 1977-1978

PROJECT	EXPENDITURE	NUMBER OF STUDENTS SERVED	PROGRAM COST PER STUDENT SERVED	AVERAGE DAILY ATTENDANCE OF STUDENTS SERVED	PROGRAM COST PER ADA OF STUDENTS SERVED
Cedar Grove	\$ 21,566	57	\$379	46	\$ 469
CESA #3	38,672	117	331	63	614
CESA #9	24,595	52	473	19	1,295
*CESA #13	241,689	917	264	534	453
CESA #18	183,599	635	290	454	405
CESA #18 - Whitewater	46,181	48	963	48	963
Madison	10,424	34	307	33	316
Program Totals and Average Costs	\$566,726	1,860	\$305	1,197	\$ 474

* Administered 9 projects.

TABLE 19

PROGRAM EXPENDITURES PER STUDENT SERVED AND
PER AVERAGE DAILY ATTENDANCE OF STUDENTS SERVED
SCHOOL YEAR PROJECTS 1977-1978

PROJECT	EXPENDITURE	NUMBER OF STUDENTS SERVED	PROGRAM COST PER STUDENT SERVED	AVERAGE DAILY ATTENDANCE OF STUDENTS SERVED	PROGRAM COST PER ADA OF STUDENTS SERVED
Cedar Grove	\$ 2,414	14	\$173	13	\$186
*CESA #13	143,847	386	373	277	520
CESA #18	119,202	335	356	285	419
Madison	38,453	71	542	69	558
Program Totals and Average Costs	\$303,916	806	\$378	644	\$472

* Administered 17 projects.

II

PROJECT EVALUATION FINDINGS

Summer Program

CEDAR GROVE

Project Characteristics

Numbers of Pupils Served:

57

Personnel Serving Project:

6 Teachers
4 Aides
3 Food Service
2 Admin./Clerical
1 Attendant
1 Custodian

Estimated Expenditure:

\$21,566

Project Objectives

1. To improve communication skills and creative expression in English and Spanish.
2. To develop positive attitudes towards reading, writing, math and literature.
3. To create a positive atmosphere of mutual respect among individuals.
4. To promote physical development and wise use of personal time.

Project Findings

The evaluator indicated that through the implementation of language arts activities, field trips, physical education games, and art projects; students significantly "increased their use of the English language as well as their understanding of it." In addition, "most of the children showed a positive attitude toward school throughout the entire program."

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CESA #3/OCNTO**Project Characteristics****Number of Pupils Served:**

117

Personnel Serving Project:

8 Teachers
9 Aides
2 Food Service
3 Admin./Clerical
1 Supervisor
1 Recruiter

Estimated Expenditure:

\$38,672

Project Objectives

1. Readiness - Children in the pre-school age group for at least 12 days would show an increase in their scores on the Peabody Picture or the Kaufman Developmental Scale.
2. School age children who are part of the program for at least 12 days would demonstrate an increased score on the Peabody Picture Vocabulary and would demonstrate increased mathematical ability as measured by a staff-made instrument.
3. Improve language skills in both Spanish and English.
4. Improve overall writing ability as demonstrated on instructor made instrument.
5. Increase student aptitudinal development and social skills through recreational programs.

Project Findings

The findings of the evaluator noted that "no formal evaluative procedures were undertaken due to the length of the program and the sporadic attendance pattern." As a result, evaluation relied heavily

upon teacher made instruments and informal observation of pupil behaviors. The instructors indicated "improvement in those academic areas where there were indicated deficiencies." In addition, "most of the pupils seemed to have a higher level of self-esteem as a result of participating in the overall program."

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CESA #9/DOOR COUNTY

Project Characteristics

Number of Pupils Served:

52

Personnel Serving Project:

4 Teachers
1 Aide
2 Food Service
2 Admin./Clerical
1 Attendant
1 Custodian

Estimated Expenditure:

\$24,595

Project Objectives

1. To improve communication skills and creative expression in English and Spanish.
2. To improve the child's aim toward a positive self-concept.
3. To provide the child with social and educational learning experiences.
4. To develop the child's skills in the creative arts areas.

Project Findings

The post-test scores on the Peabody exam showed a "development lag in language." However, those

involved in the evening program activities, the evaluator noted, "experienced a feeling of cooperation and improved self-image." In addition, he pointed out a "positive" social growth for program participants.

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CESA #13/BEAVER DAM MPTI

Project Characteristics

Number of Pupils Served:

34

Personnel Serving Project:

8 Teachers
3 Food Service
1 Supervisor

Estimated Expenditures: *

\$15,586

Project Objectives

1. Enrollees will successfully complete a work experience component designed to develop basic work skills and desirable work habits.
2. Enrollees will successfully complete a career orientation program.
3. Enrollees will receive skill training in English as a Second Language, Remedial Studies and Vocational Education.

Project Findings

An evaluation of project objectives was not submitted.

* Estimated expenditures for CESA #13 projects did not include the administrative cost (\$8,261).

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CESA #13/BERLIN

Project Characteristics

Number of Pupils Served:

159

Personnel Serving Project:

6 Teachers
6 Aides
3 Food Service
1 Admin./Clerical
2 Attendance
2 Health
1 Custodian
2 Transportation
1 Recruiter

Estimated Expenditure:

\$23,315

Project Objectives

1. 80% of the migrant children participating in the Communicative Skills program will have mastered 12 additional objectives in each of the three learning areas - word recognition, comprehension and study skills as listed in the Instructional Objective Exchange - Reading K-3 and 4-6. Twenty per cent will have mastered 8 additional objectives. The Classroom Reading Inventory by Nicholas Silvaroli will be the measuring instrument.
2. 80% of the migrant children participating in the Mathematic Skills Program will be able to show a gain of 33 1/3% in number of facts over those known at pre-assessment. The remaining 20% will show a gain of 20%. Assessment tool will be daily and weekly evaluation of individual progress.

Project Findings

The evaluator indicated that pupils were tested, according to age and language dominance, with:

the Early Childhood Strategies; the Classroom Reading Inventory; the Oral Language Evaluation; and the Wisconsin Math Exam. The exam results indicated that the objectives were not met: Of the 119 tests administered, he noted "that 63 per cent showed gains and 24 per cent showed no change." Furthermore, he observed that "15 per cent showed losses on the Wisconsin Math Exam."

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CESA #13/CAMBRIA-FRIESLAND

Project Characteristics

Number of Pupils Served:

105

Personnel Serving Project:

7 Teachers
7 Aides
3 Food Service
1 Admin./Clerical
1 Supervisor
3 Attendants
1 Health
1 Custodian
2 Transportation

Estimated Expenditure:

\$32,116

Project Objectives

1. 90 per cent of the three and four year old migrant children participating in the summer program will have mastered three additional objectives in three of the four areas - motor skills, auditory skills, visual skills and verbal skills.
2. 80 per cent of the five and six year old migrant children will have mastered three

additional objectives in four of the seven areas - motor, auditory, visual, verbal, reading, language and math.

3. 80 per cent of the migrant children participating in the Communicative Skills program will have mastered 12 additional objectives in each of the three learning areas - word recognition, comprehension, and study skills as listed in the Instructional Objective Exchange - Reading K-3 and 4-6. Twenty per cent will have mastered 8 additional objectives.
4. 80 per cent of the migrant children participating in the Mathematic Skills Program will be able to show a gain of 33 1/3 per cent in a number of facts over those known at pre-assessment. The remaining 20 per cent will show a gain of 20 per cent.

Project Findings

An evaluation of project objectives was not submitted.

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CESA #13/MARSHALL

Project Characteristics

Number of Pupils Served:

43

Personnel Serving Project:

3.5	Teachers
2	Aides
3	Food/Service
1	Admin./Clerical
3	Attendants
2	Health
1	Custodian
1	Transportation

Estimated Expenditure:

\$16,296

Project Objectives

1. See project objectives listed for CESA #13/Cambria.

Project Findings

The findings of the evaluator revealed that test results showed "substantial progress was made during the six-week program." Moreover, with the "attendance rate very high and very stable", the students "received ample opportunity for improving and monitoring their abilities."

CESA #13/MONTELO

Project Characteristics

Number of Pupils Served:

114

Personnel Serving Project:

4 Teachers
7 Aides
3 Food Services
1 Admin./Clerical
5 Attendants
2 Health
2 Custodian
2 Transportation

Estimated Expenditure:

\$17,856

Project Objectives

See project objectives listed for CESA #13/Cambria.

Project Findings

The evaluator looked "upon this summer school experience as an enrichment program for these children to keep them in contact with a school environment" Efforts were

undertaken, moreover, to "reinforce" and "sustain" their level of academic skills. Also, he noted that "summer school provides a much better environment for the children," and that "they are well fed twice a day, given dental and medical care, and are provided with a social atmosphere that does give them an opportunity to learn how to get along with each other" He further pointed out that: "certainly academics are important, but far more important are the social, nutritional, medical, dental, and atmosphere factors that are provided by this program."

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CESA #13/SOUTH BEAVER DAM

Project Characteristics

Number of Pupils Served:

103

Personnel Serving Project:

5 Teachers
4 Aides
3 Food Service
1 Admin./Clerical
1 Supervisor
2 Attendants
3 Health
1 Custodian
1 Transportation

Estimated Expenditure:

\$34,916

Project Objectives

See project objectives listed for CESA #13/Cambria.

Project Findings

An evaluation of project objectives was not submitted.

.

CESA #13/TRI-COUNTY (DAY)

Project Characteristics

Number of Pupils Served:

171

Personnel Serving Project:

9 Teachers
4 Aides
4 Food Service
2 Admin./Clerical
1 Supervisor
3 Attendants
2 Health
1 Custodian

Estimated Expenditure:

\$58,995

Project Objectives

See project objectives listed for CESA #13/Cambria.

Project Findings

An evaluation of project objectives was not submitted.

CESA #13/TRI-COUNTY (NIGHT)

Project Characteristics

Number of Pupils Served:

173

Personnel Serving Project:

6 Teachers
1 Aide
1 Admin./Clerical
2 Supervisors

1 Attendant
2 Health
1 Custodian

Estimated Expenditures:

\$16,355

Project Objectives

See Project objectives listed for CESA #13/Cambria.

Project Findings

The project evaluator indicated a notable increase in test scores following the completion of the program.

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CESA #13/WAUTOMA

Project Characteristics

Number of Pupils Served:

15

Personnel Serving Project:

2 Teachers
1 Aide
2 Admin./Clerical
2 Supervisors
2 Health

Estimated Expenditure:

\$11,413

Project Objectives

See project objectives listed for CESA #13/Cambria.

Project Findings

The evaluator noted that the Silvaroli Informal Classroom Reading Inventory was administered as a pre-test as well as the Early Childhood Assessment test for preschool children. He pointed out, however, that "post-testing was not possible due to the brevity of the project and the sudden withdrawal of a majority of the students."

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CESA #18 - OVERVIEW*

Project Characteristics

Number of Pupils Served:

635

Personnel Serving Project:

37 Teachers
 30 Aides
 3 Food Service
 5 Admin./Clerical
 6 Supervisors
 3 Attendants
 1 Custodian
 1 Transportation

Estimated Expenditure:

\$183,599

Project Objectives

1. Participating students will evidence improved skills in reading in the English language as measured by selected standardized instruments and/or teacher evaluation.
2. Participating children will have improved in their English language arts skills as measured by selected standardized instruments and/or teacher evaluation.
3. Migrant children will, upon completion of the program, demonstrate increased self-pride, self-esteem, and self-confidence through an awareness and understanding of their cultural heritage as observed by teachers, parents, and other pupil service workers.

* CESA #18 operated 5 programs: Kenosha; North Cape; Racine Horlick; Racine Wadewitz; and Rome.

CESA #18/KENOSHA

Project Characteristics

Number of Pupils Served:

234

Personnel Serving Project:

14 Teachers

11 Aides

Project Objectives

See project objectives listed for CESA #18 - Overview.

Project Findings

The findings of the project evaluator showed "a great deal of emphasis was placed on basic language arts, oral language, spelling and mathematics." He also pointed out that it was "difficult to evaluate the total impact of the instruction on the child due to the length of the program." Nonetheless, he noted that the children's response to the program was "enthusiastic and positive."

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CESA #18/NORTH CAPE

Project Characteristics

Number of Pupils Served:

33

Personnel Serving Project:

2 Teachers

1 Aide

Project Objectives

See project objectives listed for CESA #18 - Overview.

Project Findings

It was noted by the evaluator that "a major emphasis was stressed on improving the socializing skills... self-help skills... and listening skills" of migrant children between the ages of 3 and 7. In the upper age group, 7 years of age to 14, on the other hand, the evaluator pointed out that "special efforts were made to develop positive self-images, courtesy and kindness...." Indeed, "improvement in oral expression was noted as well as growth in spontaneity."

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CESA #18/RACINE HORLICK

Project Characteristics

Number of Pupils Served:

107

Personnel Serving Project:

8 Teachers

5 Aides

Project Objectives

See project objectives listed for CESA #18 - Overview.

Project Findings

An evaluation of project objectives was not submitted.

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CESA #18/RACINE WADEWITZ

Project Characteristics

Number of Pupils Served:

156

Personnel Serving Project

9 Teachers

9 Aides

Project Objectives

See project objectives listed for CESA #18 - Overview.

Project Findings

An evaluation of project objectives was not submitted.

CESA #18/ROME

Project Characteristics

Number of Pupils Served:

105

Personnel Serving Project:

4 Teachers

4 Aides

Project Objectives

See project objectives listed for CESA #18 - Overview.

Project Findings

The findings of the evaluator indicated that the migrant students "gained" in achievement, and that many showed "above average skills."

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CESA #18/WHITEWATER

Project Characteristics

Number of Pupils Served:

48

Personnel Serving Project:

4 Teachers
2 Admin./Clerical
1 Supervisor

Estimated Expenditure:

\$46,181

Project Objectives

1. Students will improve in computational skills and gain in confidence and attitude improvement regarding mathematics.
2. "Career Development" - The student shall become aware of the employment opportunities available and the skills and personal attributes required for success in those areas.
3. "Communications/Language Arts" - The student shall: comprehend ideas and facts through reading, viewing and listening; communicate ideas and facts through writing and speaking; perform psychomotor activities necessary to learning; and use problem solving techniques and processes used in decision making.

Project Findings

An evaluation of the project objectives was not submitted.

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MADISON

Project Characteristics

Number of Pupils Served:

34

Personnel Serving Project:

2 Teachers
3 Aides

Estimated Expenditure:

\$10,424

Project Objectives

Secondary:

1. Each student will earn a minimum of 1 credit toward graduation course requirements.
2. Each student will participate in a structured English as a Second Language course and receive $\frac{1}{2}$ credit.
3. Each student will have a job placement experience of at least ten hours per week.

Elementary:

1. Each student will receive a minimum of 5 hours structured English as a Second Language instruction per week.
2. Each student will participate (weekly) in a minimum of one community-based socialization experience.
3. Each parent will give evidence that they have become actively involved in their child's learning experience.

Project Findings

The evaluator noted that "virtually all students showed 100% attendance" with student morale very high: "as manifested by their punctuality, neatness of dress, completion of assignments, comments by teachers and employers, and comments by parents." He further pointed out that "social activities were well received by the students."

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Academic Year Programs

CEDAR GROVE

Project Characteristics

Number of Pupils Served:

14

Personnel Serving Project:

2 Aides

Estimated Expenditure

\$2,414

Project Objectives

1. To allow the non-English or minimal-English speaking students, in grades kindergarten through grade three, to progress at a normal rate and achieve at the same level as other students.

Project Findings

The findings of the evaluator indicated that "most of the children began to function quite well in the English language," thereby "helping them to function better in the classroom." Moreover, he noted, "the children were eager to learn and attended school regularly."

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CESA #13/ALMOND-BANCROFT

Project Characteristics

Number of Pupils Served:

8

Personnel Serving Project:

1 Teacher

Estimated Expenditure:

\$6,542

Project Objectives

1. Identification and reduction of academic deficiencies specifically in the areas of Language Arts and Mathematics through one-to-one or small group instruction.
2. Reduction and/or elimination of systematic learning handicap experienced by non-English speaking children.
3. Promotion of a healthy self-concept.

Project Findings

"All of the children are functioning in the classroom," the evaluation reported. In addition, he indicated that "two or three students that were completely monolingual Spanish have been mainstreamed and have adjusted well."

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CESA #13/BEAVER DAM

Project Characteristics

Number of Pupils Served:

6

Personnel Serving Project:

1 Aide

Estimated Expenditure:

\$1,803

Project Objectives

See project objectives listed for CESA #13/Almond-Bancroft.

Project Findings

The evaluator indicated a general improvement in the language skills of the participating students.

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CESA #13/BERLIN**Project Characteristics****Number of Pupils Served:**

65

Personnel Serving Project:

2 Teachers

2 Aides

Estimated Expenditure:

\$8,805

Project Objectives

See project objectives listed for CESA #13/Almond-Bancroft.

Project Findings

An evaluation of project objectives was not submitted.

.

CESA #13/CAMBRIA-FRIESLAND**Project Characteristics****Number of Pupils Served:**

82

Personnel Serving Project:

1 Teacher
2 Aides

Estimated Expenditure:

\$2,320

Project Objectives

See project objectives listed for CESA #13/Almond-Bancroft.

Project Findings

The evaluator pointed out that students who initially could not read or write in English, "were reading a Basic Primer" by the conclusion of the program.

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CESA #13/HARTFORD**Project Characteristics****Number of Pupils Served:**

11

Personnel Serving Project:

1 Teacher

Estimated Expenditure:

\$3,816

Project Objectives

See project objectives listed for CESA #13/Almond-Bancroft.

Project Findings

"The children at the elementary level...progressed notably in all areas," the evaluator noted. Although "their scores on the standardized tests were in general lower than the national norm, often in the classroom they scored as well or better than their Anglo peers...." He further indicated that the greatest change among the children occurred in the development of a positive attitude toward school.

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CESA #13/LAKE MILLS

Project Characteristics**Number of Pupils Served:**

14

Personnel Serving Project:

1 Teacher

1 Aide

Estimated Expenditure:

\$11,813

Project Objectives

See project objectives listed for CESA #13/Almond-Bancroft.

Project Findings

An evaluation of project objectives was not submitted.

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CESA #13/LOMIRA (PHASE I)

Project Characteristics

Number of Pupils Served:

25

Personnel Serving Project:

1 Teacher

1 Aide

Estimated Expenditure:

\$2,560

Project Objectives

See project objectives listed for CESA #13/Almond-Bancroft.

Project Findings

An evaluation of project objectives was not submitted.

CESA #13/LOMIRA (PHASE II)

Project Characteristics

Number of Pupils Served:

1

Personnel Serving Project

1 Aide

Estimated Expenditure

\$187

Project Objectives

See project objectives listed for CESA #13/Almond-Bancroft.

Project Findings

An evaluation of project objectives was not submitted.

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CESA #13/MARSHALL

Project Characteristics

Number of Pupils Served

16

Personnel Serving Project:

1 Teacher

Estimated Expenditure:

\$10,897

Project Objectives

See project objectives listed for CESA #13/Almond-Bancroft.

Project Findings

The findings of the evaluator revealed that "in general, all students showed steady progress." Furthermore, he noted that "grades did not always reflect the effort and growth which had taken place in the areas of vocabulary and concept building, phonics, sight vocabulary, and composition."

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CESA #13/PLAINFIELD

Project Characteristics

Number of Pupils Served:

35

Personnel Serving Project:

1 Teacher
2 Aides

Estimated Expenditure

\$8,037

Project Objectives

See project objectives listed for CESA #13/Almond-Bancroft.

Project Findings

An evaluation of project objectives was not submitted.

CESA #13/WATERTOWN

Project Characteristics

Number of Pupils Served:

34

Personnel Serving Project:

1 Teacher
3.5 Aides

Estimated Expenditure:

\$9,685

Project Objectives

See project objectives listed for CESA #13/Almond-Bancroft.

Project Findings

The evaluator indicated that the "students' academic and attendance performance has improved a great deal." Although standardized tests were not employed, the evaluator pointed out that the "students' proficiency with English as a second language has increased a great deal"; and that "a greater percentage of students have been mainstreamed than ever before."

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CESA #13/WAUTOMA

Project Characteristics

Number of Pupils Served:

20

Personnel Serving Project:

1 Teacher

1 Aide

Estimated Expenditure

\$7,831

Project Objectives

See project objectives listed for CESA #13/Almond-Bancroft.

Project Findings

The findings of the evaluator noted that migratory children "who were offered tutorial services for the entire year grew both academically and socially."

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CESA #13/WAUTOMA - UMOs

Project Characteristics

Number of Pupils Served:

22

Personnel Serving Project:

1 Teacher

3 Aides

Estimated Expenditure:

\$9,541

Project Objectives

See project objectives listed for CESA #13/Almond-Bancroft.

Project Findings:

An evaluation of project objectives was not submitted.

CESA #13/WILD ROSE

Project Characteristics

Number of Pupils Served:

28

Personnel Serving Project:

1 Teacher

1 Aide

Estimated Expenditure:

\$7,859

Project Objectives

See project objectives listed for CESA #13/Almond-Bancroft.

Project Findings

An evaluation of project objectives was not submitted.

.

CESA #13/RANDOLPH (Spring)**Project Characteristics**

Number of Pupils Served:

4

Personnel Serving Project:

1 Teacher

Estimated Expenditure

\$333

Project Objectives

See project objectives listed for CESA #13/Almond-Bancroft.

Project Findings

The evaluator indicated "a great improvement in all the children in academic achievement."

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CESA #13/STURGEON BAY (Spring)**Project Characteristics**

Number of Pupils Served:

7

Personnel Serving Project:

1 Aide

Estimated Expenditure:

\$828

Project Objectives

See project objectives listed for CESA #13/Almond-Bancroft.

Project Findings

Neither formal pre-testing nor post-testing was undertaken, noted the evaluator, due to the limited time period of the project. He pointed out, however, that there was "an increase in attendance" among migratory children; that they participated "more readily in planned activities"; and that the children showed "progress" in linguistic skills.

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CESA #13/WATERLOO (Spring)**Project Characteristics****Number of Pupils Served:**

8

Personnel Serving Project:

1 Aide

Estimated Expenditure:

\$526

Project Objectives

See project objectives listed for CESA #13/Almond-Bancroft.

Project Findings

An evaluation of project objectives was not submitted.

.

CESA #18 - OVERVIEW*

Project Characteristics

Number of Pupils Served:

335

Personnel Serving Project:

6 Teachers
7 Aides
3 Admin./Clerical
5 Attendants

Estimated Expenditure:

\$119,202

Project Objectives

1. Participating students will evidence improved skills in reading in the English language as measured by selected standardized instruments and/or teacher evaluation.
2. Participating children will have improved in the English language art skills as measured by selected standardized instruments and/or teacher evaluation.
3. Migrant children will, upon completion of the program, demonstrate increased self-pride, self-esteem, and self-confidence through an awareness and understanding of their cultural heritage as observed by teachers, parents, and other pupil service workers.

* CESA #18 operated 4 programs: Kenosha; Milwaukee UMOs; North Cape; and Racine.

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CESA #18/KENOSHA

Project Characteristics

Number of Pupils Served:

182

Personnel Serving Project:

5 Aides

Project Objectives

See project objectives listed for CESA #18 - Overview.

Project Findings

The findings of the evaluator noted that the "students participating in the Title I Migrant program typically score below the 30th percentile of national norm groups." The post-test results, obtained through the Peabody Picture Vocabulary Test, showed that the migrant students "made a month's gain for every month that they spent in the program."

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CESA #18/MILWAUKEE - UMOs

Project Characteristics

Number of Pupils Served:

15

Personnel Serving Project:

1 Teacher
1 Aide

Project Objectives

See project objectives listed for CESA #18 - Overview.

Project Findings

With the principal goals of the program directed toward pre-school children, the evaluator indicated that the "most apparent area of growth was that of the English language skills in dominant Spanish language students." Furthermore, he noted that "each child has demonstrated growth in the area of social interaction and cooperation."

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CESA #18/NORTH CAPE

Project Characteristics

Number of Pupils Served:

13

Personnel Serving Project:

1 Teacher

Project Objectives

See project objectives listed for CESA #18 - Overview.

Project Findings

The findings of the evaluator indicated that "9 out of ten children made an increase of 0.5 or greater - or a gain of 5 months or greater." He further noted that "all children showed a greater awareness and independence in reference to working habits." In addition, he found "that the fourth and fifth grade children showed greater interest in working independently with less teacher supervision and guidance...."

Test: Peabody Picture Vocabulary Test

Number Pre-Tested: 10 Number Post-Tested: 10

<u>Grade</u>	<u>Kindergarten</u>	<u>First</u>	<u>First</u>	<u>First</u>	<u>Second</u>
Pre-Test	2-2	2-2	4-11	4-10	5-11
Post-Test	2-10	3-1	6-6	6-4	6-4
Gain	0-8	0-11	1-7	1-6	0-5

Years/Months

<u>Grade</u>	<u>Second</u>	<u>Second</u>	<u>Fourth</u>	<u>Fifth</u>	<u>Fifth</u>
Pre-Test	7-10	7-3	10-10	9-2	7-1
Post-Test	8-6	8-11	10-2	10-9	9-10
Gain	0-8	1-8	0-8	1-7	2-9

Years/Months

CESA #18/RACINE

Project Characteristics

Number of Pupils Served:

125

Personnel Serving Project:

4 Teachers

1 Aide

Project Objectives

See project objectives listed for CESA #18 - Overview.

Project Findings

The evaluator indicated that the disparity in student arrival and departure dates presented immense difficulties in obtaining adequate test data. He pointed out, however, that "many students" showed "an increase anywhere between 1 and 4 stanine scores." Furthermore,

the evaluator commented, "the program helped these students open up and communicate better with their teachers and classmates"- as seen in their "self-awareness and self-respect."

.

MADISON

Project Characteristics

Number of Pupils Served:

71

Personnel Serving Project:

3 Teachers

1 Aide

Estimated Expenditure:

\$38,453

Project Objectives

1. To develop and/or modify and implement six courses at the middle and high school level.
2. To develop an appreciation for, and understanding of the migrant student by the Anglo students.
3. To train a corps of teacher advocates.
4. To provide opportunities for resettled migrant students to fully participate in established school and community programs.

Project Findings

It was noted by the evaluator that: "major efforts during 1977-78 were directed toward course development which allowed for full participation of the migrant children regardless of English proficiency." "Courses which carry full credit toward graduation are now available in General Industrial Arts, Driver's Education and General Mathematics."

In its efforts to meet its second objective, the evaluator pointed out that "activity was carried out in several ways depending upon the needs of the students and the degree of acceptance within the school." Indeed, in one school, "the resource teacher met with one class on a weekly basis to teach Spanish." "Spanish Clubs" were organized, moreover, which "welcomed Spanish and English speaking students from all over."

The evaluator indicated that activities to implement the third goal were "directed toward assisting regular teachers to work with resettled migrants." These activities, which reach an estimated 150 teachers, "ran from 2 hour information sessions for administrators to ten hour structured inservice courses."

The findings of the evaluator showed that "there has been a consistent effort to program students into school and community activities": such as work experience programs; a Neighborhood Center recreation club; as well as extra curricular activities.

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APPENDIX A
SUMMER PROJECTS

NAME	OPERATED	STUDENTS ELIGIBLE	STUDENTS SERVED			
			TRUE MIGRANT	SETTLED-OUT MIGRANT	AVERAGE DAILY ATTENDANCE	AGE
<u>CESA #13</u>						
Beaver Dam MPTI	6/78 - 8/78	71	31	3	26	14 -17
Berlin	6/78 - 8/78	213	149	10	96	1 -15
Cambria	6/78 - 8/78	119	105	0	80	5 -17
Marshall	6/78 - 8/78	43	24	19	30	1,5-13
Montello	6/78 - 8/78	205	112	2	60	4 -12
Tri-County (Day)	7/78 - 8/78	} 495	153	18	100	1 -12
Tri-County (Night)	6/78 - 8/78		159	14	74	13 -19
Wautoma	6/78 - 8/78	30	12	3	8	4 -12
S. Beaver Dam TMC	6/78 - 8/78	116	61	42	60	5 -13
<u>CESA #18*</u>						
Kenosha	6/78 - 7/78	279	130	104	155	3 -13
Racine-Wadewitz El.	6/78 - 8/78	204	20	136	128	3 -13
Racine-Horlick H.S.	6/78 - 8/78	107	16	91	90	12 -18
North Cape	6/78 - 7/78	33	20	13	26.2	2,5-12
Rome	6/78 - 7/78	105	64	41	54.6	3 -12
<u>CESA #18-Whitewater</u>	6/78 - 8/78	94	7	41	48	13 -19
<u>CESA #9/Door County</u>	5/78 - 8/78	59	50	2	19.1	1 -19
<u>CESA #3/Oconto</u>	7/78 - 8/78	117	117	0	63	4mo-14
<u>Cedar Grove</u>	6/78 - 8/78	58	29	28	45.9	3 -14
<u>Madison</u>	6/78 - 8/78	34	18	16	33	5 -18
TOTALS		2,404	1,277	583	1,196.8	4mo-19

*Operated as a single project.

APPENDIX A
SCHOOL YEAR PROJECTS

NAME	OPERATED	STUDENTS ELIGIBLE	STUDENTS SERVED			
			TRUE MIGRANT	SETTLED-OUT MIGRANT	AVERAGE DAILY ATTENDANCE	AGE
<u>CESA #13</u>						
Almond-Bancroft	8/77 - 6/78	8	0	8	6.7	8 -14
Beaver Dam	10/77 - 6/78	21	4	2	5	6 -12
Berlin	8/77 - 10/77	77	61	4	59	5 -17
Cambria-Friesland	8/77 - 9/77	108	82	0	50	5 -18
Hartford	8/77 - 12/77	11	11	0	9	6 -13
Lake Mills	8/77 - 6/78	18	11	3	10	5 -18
Lomira - Phase I	8/77 - 9/77	36	24	1	19.9	4.5-16
Lomira - Phase II	11/77 - 12/77	1	0	1	1	14
Marshall	9/77 - 5/78	23	7	9	15	5 -19
Plainfield/Hancock	9/77 - 6/78	50	35	0	4.4	6 -14
Wautoma	9/77 - 6/78	93	16	4	7	5 -14
Wautoma-UMOS	10/77 - 12/77	31	22	0	22	4mo-12
Wild Rose	9/77 - 6/78	31	26	2	20	5 -14
Randolph	5/78 - 6/78	5	0	4	4	6 -14
Sturgeon Bay	4/78 - 6/78	7	7	0	4.5	8 -14
Watertown	8/77 - 11/77	44	34	0	30	6 -16
Waterloo	4/78 - 5/78	12	7	1	9	5 -12
<u>CESA #18*</u>						
Kenosha	8/77 - 6/78	182	153	29	154	5 -16
Racine	8/77 - 6/78	191	47	78	106.2	5 -14
North Cape	8/77 - 6/78	13	3	10	11	5 -12
UMOS-Milwaukee	8/77 - 6/78	15	15	0	14	2.5- 5
<u>Cedar Grove</u>	9/77 - 6/78	14	14	0	13.1	5 -12
<u>Madison</u>	8/77 - 6/78	71	0	71	69	5 -18
<u>TOTALS</u>		1,062	579	227	643.8	4mo-19

*Operated as a single project.

END-OF-PROJECT EVALUATION REPORT

ESEA-Title I Migrant Education

Fiscal Year _____

IDENTIFICATION

Project Name _____ Project # _____

Program Director (Name) _____ Address _____ Phone _____

Project beginning and ending dates: From _____ to _____
Month Day Year Month Day Year

Location of Project Activities:

Site of Project Activities	City or Township of Site	Time	
		Day	Evening

CHILDREN SERVED BY PROJECT:

Total Number of True Migrant Children Served _____ Age Range: From _____ yrs. to _____ yrs.

Total Number of Settled-Out Migrant Children Served _____ Age Range: From _____ yrs. to _____ yrs.

Average Daily Attendance _____

Number Enrolled _____

COORDINATION WITH OTHER PROGRAMS

This project was coordinated with:

- _____ The Texas Migrant Council Program in Wisconsin.
- _____ Another ESEA-Title I project not primarily designed for migrant children.
- _____ A church-sponsored program for migrant children.
- _____ Another privately sponsored program for migrant children.
- _____ Another state/federal sponsored program for migrant children.
- _____ The Texas Teacher Exchange Program.
- _____ Community Agency Programs _____ State Universities

Use this space to comment on the success of your efforts to coordinate activities with other programs designed for migrant children/families.

PRE-SERVICE, INSERVICE AND POST SERVICE TRAINING

Number of persons who received special training for this project _____
Professional _____ Para-Professional _____ Other _____

Total length (hours) of training provided _____
Professional _____ Para-Professional _____ Other _____

Topics covered in training:

_____ Use of materials and equipment	_____ Migrant Record System
_____ Staff Roles	_____ Evaluation procedures
_____ Teaching techniques/lesson plans	_____ Coordination/other programs
_____ Supportive Services	_____ Cultural Awareness
_____ Curriculum	_____ Testing
_____ Parent Involvement	

PARENT INVOLVEMENT

How were the parents of migrant children involved in this project?
(Check where applicable and indicate number.)

_____ Visited the project	_____ Were visited by a project teacher
_____ Served as paid staff	_____ Were visited by a project nurse
_____ Served as volunteer staff	_____ Talked to a project recruiter
_____ Received written material describing the project	

Check the reason(s) for visitation(s).

_____ Enrollment	_____ Attendance
_____ Field Trip Permission	_____ Program Input
_____ Health	_____ Other
_____ Academic	

EVALUATION OF PROGRAM OPERATION

Rate your satisfaction with the following factors of program operation.

Factor of Program Operation	Very Satisfied	Moderately Satisfied	Not Satisfied	Don't Know
1. Student recruitment				
2. Parent involvement				
3. Staff training				
4. Student needs assessment				
5. Program objectives				
6. Equipment/materials				
7. Evaluation procedures				
8. Facilities				
9. Health Services				
10. Food Services				

Staffing Pattern:

Teacher/Pupil Ratio _____

I. Number of Teachers _____

A. Number Bilingual _____

B. Number Bilingual/Bicultural _____

II. Number of Aides _____

A. Number Bilingual _____

B. Number Bilingual/Bicultural _____

What recommendations do you have for future projects?

DESCRIPTION OF PROJECT ACTIVITIES

Briefly describe the major activities and services that were offered to the children participating in this project:

EVALUATION OF IMPACT OF PROJECT ACTIVITIES

Summarize the results of your student evaluations indicating any changes noted in student academic achievement or welfare during the project period. Attach additional sheets or test score summaries as appropriate.

75

Signature of Person (s) completing this report: _____

Name

Date

DEPT. OF PUBLIC INSTRUCTION

(Migrant)

Very Satisfied	Moderately Satisfied	Not Satisfied	Don't Know
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1.	INFORMATION NEEDED FOR PLANNING OF SUMMER PROJECTS				
2.	CLARIFICATION OF MIGRANT PROGRAM POLICIES				
3.	TIMING OF ALL BUDGET APPROVALS				
4.	INTER AGENCY COMMUNICATIONS (INPUT TO DPI FROM PROJECTS)				
5.	QUALITY OF EVALUATION				
6.	FEEDBACK TO PROJECTS				
7.	DIVISION OF AUTHORITY				
8.	FUTURE OBJECTIVES AND ORIENTATION				

APPENDIX C

Migrant Status:(Check one)

FATHER

MOTHER

Legal Parents		Current Parents	
Last Name	First Name	Last Name	First Name

1. Interstate _____

2. Intrastate _____

3. *Settled-out _____

Current Address _____ City _____, Wisc., Zip Code _____

Homebase Address _____ City _____, State _____ Zip _____

Last Address if different from home base: City _____, State _____ Date arrived in Wisc. _____

Employer's Name _____ Grower _____ Processor _____ Other: (specify) _____

*Complete (if Settled-out): Last year migrated: 19 _____ From: (City, State) _____ To _____

Other states where migratory farm/fishery work has been done: _____

CHILDREN

Last Name	First Name	MI	Sex	Birthdate	Ver.	Birthplace City, Co., State	Student Number	MNE	Last School District Attended	Grade	Date Left
1.											
2.											
3.											
4.											
5.											
6.											
7.											
8.											78
9.											
10.											
11.											
12.											
13.											

Yes ☐ No ☐

1. I give permission for my child/children to participate in the migrant education program of _____ School District and for records to be sent to the next school(s) or to the Migrant Student Record Transfer System.

Yes ☐ No ☐

2. I give permission for my child/children to be given any necessary medical or dental examination and treatment.

Yes ☐ No ☐

3. I give permission for my child/children to participate in school-supervised field trips.

Yes ☐ No ☐

4. I give permission for the school to use my child's name and picture(s) to publicize the school program.

I certify that the above information is correct to the best of my knowledge.

Parent's signature _____

Date _____

Recruiter's Signature _____ Date _____

Project Administrator's Signature _____ Date _____
or Site Coordinator's

Sí ☐ No ☐

1. Doy mi autorización para que mis hijos participen como alumnos en el programa escolar para niños migratorios del distrito escolar de _____ y para que sus registros sean enviados a la siguiente escuela(s) o al MSRTS.

Sí ☐ No ☐

2. Doy mi autorización para que se les dé a mis hijos exámenes y tratamiento médico y dental.

Sí ☐ No ☐

3. Doy mi autorización para que mis hijos participen en excursiones supervisadas por la escuela.

Sí ☐ No ☐

4. Doy mi autorización para que se utilicen los nombres y fotografía de mis hijos en publicaciones de la escuela.

Certifico que la información dada es correcta según mi saber y entender.

Firma del Padre o la Madre _____

Fecha _____

1. Interstate - A child who has moved with a parent or guardian across State boundaries within the past year in order that the parent, guardian, or member of his immediate family might secure temporary or seasonal employment in agriculture or related food processing activities. The parent or guardian and the child are expected to continue in the migrant stream.
2. Intrastate - A child who has moved with a parent or guardian across school district boundaries within the past year in order that a parent, guardian or member of his immediate family might secure temporary or seasonal employment in agriculture or in related food processing activities. The parent or guardian and child are expected to continue in the migrant stream.
3. Settled-out - A child of a family who once followed a migrant stream, who decided not to follow the crops and "settled-out" in a given community. The eligibility of children in this category to participate in projects funded under Public Law 89-750 continues, with written consent of the parents, for a period of five (5) years after the parents have settled-out.